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ABSTRACT

This curriculum design for high school introductory speech classes includes course rationale, concepts, learning objectives, unit sequencing, evaluation strategy, and detailed lessons for a unit on effective use of language in high school speeches. The six lesson unit contains objectives, introductory, developmental and concluding learning activities, as well as sample speeches, worksheets, and a final evaluative instrument. An annotated bibliography of texts and reports related to speech and communication in the secondary school is also included. (Author/PRA)

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CURRICULUM DESIGN:

HIGH SCHOOL INTRODUCTORY SPEECH

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Abstract

This curriculum design for high school introductory speech classes includes course rationale, concepts, learning objectives, unit sequencing, evaluation strategy, and detailed lessons for a unit on effective use of language in high school speeches. The six lesson unit includes objectives, introductory, developmental and concluding learning activities, as well as sample speeches, worksheets, and a final evaluative instrument.

Also included is an annotated bibliography of texts and reports related to speech and communication in the secondary school.

High School Introductory Speech - Rationale

In order for an educated person to perform effectively in today's world, they must be capable of communicating with others. This includes both written and oral communication. The increasing importance of media and tele-communications has made effective oral communication to be of utmost importance.

To communicate with others, certain skills are necessary. Included, along with technical skills of platform speaking and small group communication, is the ability to understand and appreciate the interests and differences of other cultures and talents, the efficient use of language, developing confidence in themselves when faced with a speaking situation, and learning to become critical listeners. Students, in their attempt to communicate, learn the various roles in the communication process of interpersonal skills, and many of the basic principles of communication.

This course attempts to introduce the college bound student to the basic skills of public speaking and focuses on the problems of speaking in a public situation. Interest is in developing the students skill at expressing themselves in an organized fashion through speech.

High School Introductory Speech - Concepts

- Recognize the importance of speech communication in their own life.
- Become familiar with the skills and barriers to effective listening.
- Recognize the importance of group communication in modern life.
- Learn the various types and purposes of different speaking situations.
- Display organizational skills necessary to communicate effectively in a public speaking situation.
- Recognize the effective use of language to more clearly communicate specific thoughts in a speaking situation.
- Develop the confidence necessary to effectively communicate in a public situation.

High School Introductory Speech - General I.L.O.'s

- Learn the various types of speaking situations.

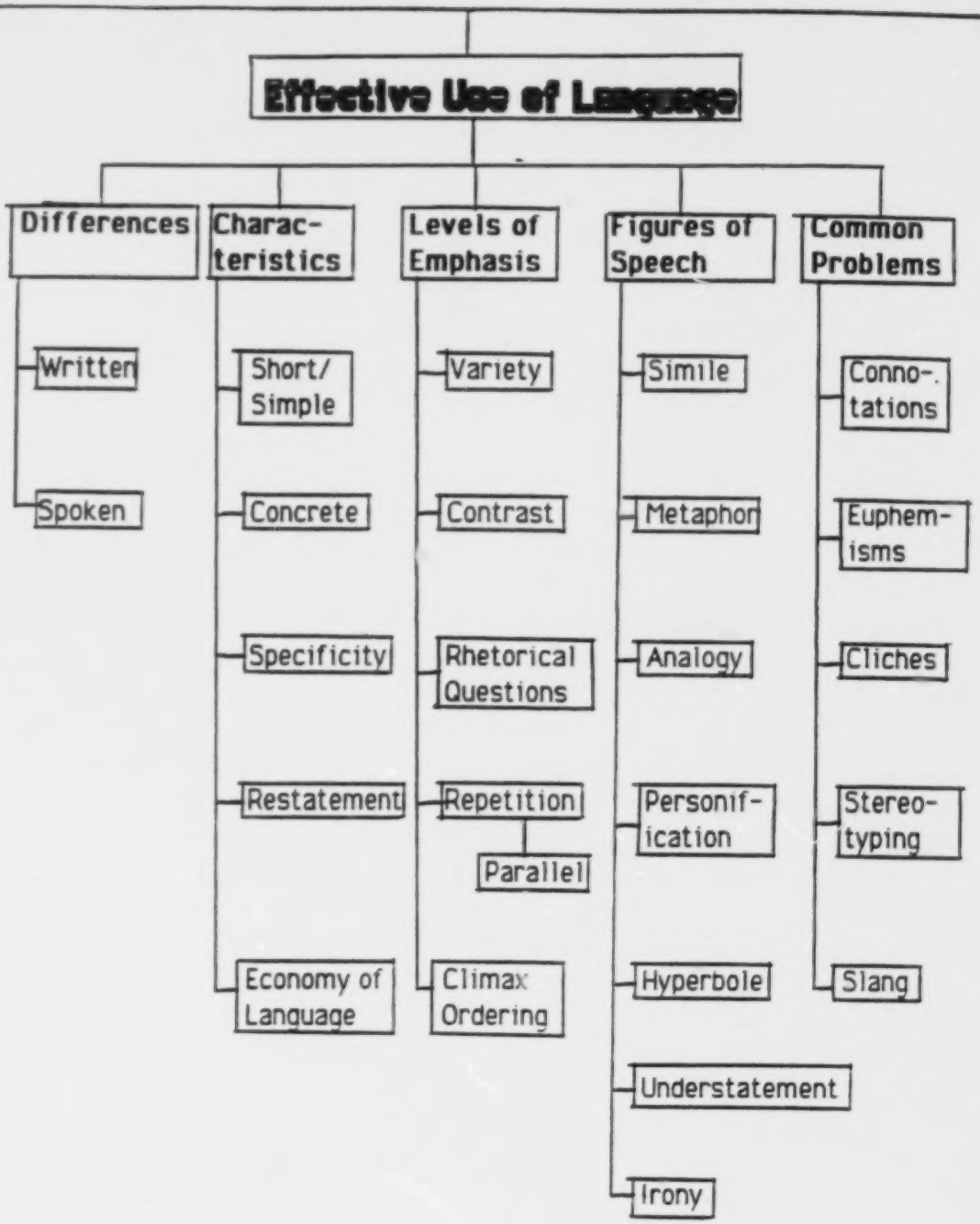
- Become effective at organizing ideas to enhance oral communication and public speaking.

- Learn the various roles in a group communication process.

- Become proficient at the technical skills of public speaking.

- Study the place and impact of oral communication in society.

- Become confident in a public speaking situation and appearing in front of a group.


Effective Use of Language
Differences
Written
Spoken
Charac-teristics
Short/ Simple
Concrete
Specificity
Restatement
Economy of Language
Levels of Emphasis
Variety
Contrast
Rhetorical Questions
Repetition
Parallel
Climax Ordering
Figures of Speech
Simile
Metaphor
Analogy
Personif-ication
Hyperbole
Understatement
Irony
Common Problems
Conno-tations
Euphem-isms
Cliches
Stereo-typing
Slang

High School Introductory Speech - Unit Goals

Unit - Effective Use of Language

1) Students will explain how written and spoken language are different. (cognitive/affective)

2) Students will list five characteristics of clear language. (cognitive)

3) Students will explain the difference between concrete and abstract words. (cognitive)

4) Students will explain the difference between specific and general terms. (cognitive)

5) Students will list five ways in which different levels of emphasis can be created in a speech. (cognitive)

6) Students will define and give an example of each of the following language devices: simile, metaphor, personification, hyperbole, understatement, and irony. (cognitive/affective)

7) Students will recognize and avoid five problems in choosing language for speeches. (cognitive/affective)

High School Introductory Speech - Unit Sequencing

The approach taken in introductory speech is that of learning a skill. Students, after completing the course, will be able to perform a new talent, public speaking, based on a step-by-step procedure. For this reason, much of the material is concept related. A principle will be presented followed by several examples reinforcing the concept.

Additionally, the actual unit activities (speeches) will contain content that is selected by the individual students based on past experience and interest. So, although the course is procedural by design, the students will preceive much of the activity to be related to personal interests.

High School Introductory Speech - Evaluation Strategy

Evidence of students meeting the main effects of the intended Learning Outcomes will be based on:

1) Ability to demonstrate flexibility and variety in adapting material for various speaking occasions. They should be able to express their thoughts coherently, note detail and organizational devices, avoid inappropriate language devices, and interest a group of students on a new subject. The primary evidence of these abilitites will be based on effectiveness of the student's classroom speeches.

2) Students will demonstrate an understanding of the importance of communication in society. This will be demonstrated through various tests and quizzes, involvement in class discussion where understanding of concepts will be discussed, and completion of classroom activities.

3) Students will demonstrate a feeling of self-confidence as they proceed through the steps of the course. Depth and complexity of assignments, increasingly demanding requirements, and enthusastic preparation for activities will be implemented to determine success at meeting self-confidence goals.

INSTRUCTIONAL DESIGN:

UNIT: EFFECTIVE USE OF LANGUAGE IN SPEECHES

Lesson 1

Topic:

Students will understand how written and spoken language are different.

Objective:

Students will explain and demonstrate that differences exist between written and spoken language.

Introductory:

- Explain that language varies according to the situation.
- Describe various settings in which comments are adjusted according to the audience.
- Ask students to identify various situations where the verbal interplay is different than a written account.

Developmental:

- Teacher explains five basic differences between spoken and written language.
- Examples are provided to illustrate concepts discussed.
- Students are asked to discuss a "double audience" concept:

  Suppose you were speaking before both an audience of your classmates and a panel of judges in a speech contest. How would this "double audience" affect your choice of language?

- Students are to respond to the following activity:

  Several selections will be read aloud in class. Some selections will be from speeches, others from essays. The type of writing will not be identified before reading it. Discuss each selection and tell why you think it is from a speech or an essay. Note differences between the spoken and written styles.

Concluding:

- Provide feedback to the discussion from that last activity.
- Students are asked to note differences between styles of readings.

Lesson 2

Topic:

Students will be able to catagorize the five characteristics of clear language.

Objective:

Students can identify and define five ways in which spoken language can be made clear.

Introductory:

- Explain the importance of accuracy in language.
- Explain clarity as a characteristic of great speeches.
- Read samples from speeches of Churchill, Kennedy, and M.L. King.
- Explain the idea of simplicity of language.

Developmental:

- Provide definitions of methods of developing clear language.
- Read examples of both clear and unclear language.
- Students should identify the differences between clear and unclear language.
- Students should identify particular words as concrete or abstract:

pines	wild
justice	decision
honor	circus
automobile	house
person	home
poodle	picture
gracious	art

- Students should identify words as general or specific.

stars	human race
war	dancing
builders	theatre
precipitation	animals

- Students should identify particular phrases as economical or wordy.

"Regarding the situation in the flooded area, we must try to make a

concerted effort to aid the local residents." (Wordy)

"We must try to aid the residents in the flooded area." (Economical)

"A period of sunny weather set in and remained for a whole week." (Wordy)

"We had sunshine for a whole week." (Economical)

Concluding:

- Comment on the students responses to the above exercises and activities.
- Review a checklist for using clear language:

1) Am I planning to use a number of short and simple sentences?
2) Have I chosen words that my audience will understand?
3) Have I tried to express my ideas in concrete language?
4) Am I planning to use specific terms in my speech?
5) Have I considered restating my main ideas so my audience won't miss them?
6) Have I removed any unnecessary words from my speech?

Lesson 3

Topic:

Students will understand five ways in which different levels of emphasis can be created in a speech.

Objective:

Students will identify and write examples of the terms and meanings for variety, contrast, rhetorical question, repetition, parallelism, and climax ordering.

Introductory:

- The importance of clear language is reviewed from previous lesson.
- Explain the idea of emphasizing important points in a speech.
- Ask why it is important to create levels of emphasis.

Developmental:

- Define various methods of creating levels of emphasis.
- Provide oral examples of various methods supporting the definitions.
- Explain the benefits of each type of method.
- Students should rewrite the following activity incorporating the various types of emphasis methods discussed:

"Again, as health ought to preceed labor of the body, and as man in health can do what an unhealthy man cannot do, and as of this health the properties are strength, energy, agility, graceful carriage and action, manual dexterity, and endurance of fatigue, so in like manner general culture of mind is the best aid to profesional and scientific study, and educated men can do what illiterate cannot; and the man who has learned to think and to reason and to compare and to discriminate and to analyze, who has refined his taste, and formed his judgement, and sharpened his mental vision, will not indeed at once be a lawyer, or a pleader, or an orator, or a statesman, or a physician, or a good landlord, or a man of business or a soldier, or an engineer, or a chemist, or a geologist, or an antiquarian, but he will be placed in that state of intellect in which he can take up any one of the sciences or callings I have referred to, or any other for which he has a taste or special talent, with an ease, a grace, a versatility, and a success, to which another is a stranger. In this sense then, and as yet I

have said but a very few words on a large subject. mental culture is emphatically useful."

Concluding:

- As students rewrite the wordy speech above, have them read, and comment on each others writings.
- Identify type of emphasis technique used.
- Reemphasize the importance of restating main points and levels of emphasis, indicating that your are doing so as a reinforcement of the activities, in the same manner that they should when delivering their speeches.

Lesson 4

Topic:

Students will define and give examples of six language devices.

Objective:

Students will be able to define and identify similes, metaphors, analogies, personification, hyperbole, understatement, and irony.

Introductory:

- Explain variety in language development.
- Describe a setting where rich, imaginative language is common.
- Discuss the implications of that setting on communication.

Developmental:

- Define the various figures of speech.
- On overhead, provide examples of each.
- Have students identify various figures of speech from examples provided.
- Students are to analyze "It's Hard To Be Human" speech (attached). Analyze for figures of speech, type, and number.

Concluding:

- Review and provide comments to student activity.
- Reexplain the idea of variety and the use of such to create imaginative language.

IT'S HARD TO BE HUMAN

Beth Simmons' speech won third place in a national high school speech competition.

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G007193709
N4282238
Number 8 Speaker
Red Dress
Brown Hair
5'6", 115, 35-24-36

After sixteen years of striving to be unique, it's ironic that my humanness boils down to convenient symbols and immediate impressions. Like an incompleted jigsaw puzzle, I'm seen only in fragmented pieces. I'm not just organized numbers, or speaker number eight, and even though the college board may find this upsetting, I'm even more than a convenient SAT ranking.

In a world of three billion, a country of 200 million, even in a speech tournament, the rate of people flowing into and out of our lives is so great that creating a personal style is nearly impossible. In a mass society, differences are sacrificed for similarities, individuality for conformity, humanness for Social Security.

Humanness, or in other words, our unique qualities, good and bad, seems to be lost in a society which caters to the mass-produced man. It is easier to live in houses in which the only differing characteristic is the address, so that nobody criticizes the design. In the same way, it is easier to enter an oratory contest nameless, and schoolless so that if I expose my humanness nothing is lost, nothing is gained.

From early America's melting pot to today's claim that "Everybody Needs Milk," our differences have been homogenized to produce an era of paper people. Now you take a society, fold it into convenient sizes, cut carefully, unfold, and PRESTO! Nameless, faceless, expressionless silhouettes meaninglessly holding hands.

Whoever you are, today's horoscope will apply; the message in any fortune cookie is universally didactic. Dial a prayer, dial an inspiration, or, if you need a friend, phone dial-a-smile to hear continuous laughing for three minutes, only interrupted by a voice reminding you that it is just a recording. It's easy to become satisfied with having things done for us by our computers, tape recorders, and HP 45's. And, just as easy, is to slip into the efficiency of automatic communication.

Automatic communication simply means to "plug in" to a memorized set of responses at appropriate times. It has been estimated that six out of every ten people at some point in their conversation discuss the weather. T.S. Eliot in his play *The Cocktail Party* remarked on our memorized, pedantic phrases: "It no longer seems worthwhile to speak to anyone anymore; they make noises and think they are talking to each other. They make faces and think they understand each other." The process of communication becomes a convenient shortcut.

No time to visit someone, so I'll just make a quick phone call. I don't have time to apologize, so I'll just send flowers. I'll let Snoopy say it for me in a Hallmark card. How simple! We've become the Hallmark Generation. We choose to communicate in an artificial manner. Technology allows us to say almost any personal message in an impersonal way. Snoopy represents what is "cute" and "acceptable;" an honestly written letter reflects our humanness more accurately, but there's a risk involved in baring ourselves in letter writing; it may reveal human weakness. But who can find fault with Snoopy?

The Hallmark Generation's actions are based on more than conformity; they rely on inner security: security in similarity. We are secure to know that our personality is so similar to everyone else's that no one could find any element of personal style: a bit of childishness, perhaps an unusual sense of humor, maybe even a tear.

Perhaps the epitome of our woes is a show called *The Waltons*. Every Thursday night John and Olivia Walton cordially invite fifty million viewers to spend an hour with America's most sentimentalized family. Even though John Boy may lose five of his most prized manuscripts in a fire, and Olivia may come close to dying of polio, and Grandma traumatically figures out she's getting old all in one hour, you can bet at the end of the show, the soft lights in the windows will be glowing as Pa calls goodnight.

The Waltons have become an appropriate symbol for today's packaged humanness; they have created the one dimensional person. At the end of the hour, the wrapping of the package will always be the same, all the episode's conflicts neatly resolved. After all, if

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you miss a few programs, the Waltons have to be the same for summer re-runs.

It becomes very easy to want to meet people in a one dimensional manner. Subconsciously, we put the same restrictions on our acquaintances as we place on the Waltons: Don't make too many mistakes; don't be too different; don't change too much. Perfection is the only alternative. In short, it's hard to be human. See, we'd rather deemphasize our rough edges and poor judgments. Unfortunately, that's what humanness is all about.

In his play *Our Town*, Thornton Wilder describes Emily Gibbs, who returns to life only to notice that we don't take the time to look at each other and accept each other, flaws and all. As she turns to her mother, Mrs. Gibbs turns away, having matters of consequence on her mind, and her father?—too busy reading the newspaper. Trying one last time, she stands in the center of the stage and asks: "Won't somebody please look at me? I've almost forgotten how hard it is to be human."

The tragedy of *Our Town* is its realism and its long run. It's replayed night after night, in countless front rooms as parents exchange children's pesky enthusiasm ironically for *All in the Family* serials. It's replayed at the dinner table where functional conversation replaces personal interaction. It was replayed just a short time ago in a note found in a home in the Haight-Ashbury District of San Francisco: "I'm going to the Golden Gate Bridge and I'm going to jump off because I'm alone; nobody sees me. But if just one person smiles at me on the way, no one's ever going to have to read this suicide note." What a small inconvenience—fifty facial muscles, to draw the line between life and death.

Our response—to build higher fences on bridges to prevent the jump, rather than building bridges between people. You know, to build human bridges takes time. There's no convenient shortcut to understanding.

The answer is not simply to burn all Hallmark cards, and it doesn't lie in unplugging the television set every time the Waltons come on. Rather the answer, as philosopher Rollo May implies, is the realization of our capacity to experience and have faith in ourselves as worthy beings, without like or equal. Everyone has the need to feel and be told their humanness is special. Man has the sensitivities and consciousness to develop a quality which sets him apart from all others of the species. W.C. Fields called it, "Style, the surest outward sign of substance of a special and original inward view." It is in our differences that our humanness shows through, and it's through our humanness that we learn what life is all about.

Can't you visualize a world where barriers will be broken and men will be able to cry? Can't you envision a world where prepackaged personalities will be replaced by acceptance of each other's flaws? Can't you see a world where you will really be able to look and smile at me? All it takes is to be human.

Number eight would like to thank you for a unique part of your day.

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Lesson 5

Topic:

Students will recognize and avoid five common problems in choosing language for speeches.

Objective:

Students will be able to identify and understand the problems involved in the use of unintentional connotations, euphemisms, cliches, stereotyping, and slang in public speeches.

Introductory:

- Review concept of effective language use.
- Point out the pitfalls of overuse of language devices.
- Read selection from 1966 essay displaying cliche and slang language.
- Ask students to describe why the essay is not relevant today.

Developmental:

- Explain and define five common language problems.
- On overhead, show examples of poor language use.
- Ask students to identify the type of language problem and why it might create a problem in the speech.

Concluding:

- Comment on student responses.
- Students are asked to refer back to the opening essay to realize the limitation of using certain language devices that are inappropriate.

Lesson 6

Topic:

Recognize the effective use of language to more clearly communicate specific thoughts in a speaking situation.

Objective:

Students will be able to define and give examples of the major concepts of the unit.

Introductory:

- Students are reminded of the importance of effective language use in developing coherent speeches.

Developmental:

- Students, with notes, are to complete a series of questions related to major concepts of the unit (attached).
- Students are asked to identify appropriate examples based on their understanding of the unit concepts.

Concluding:

- Oral review and provide corrective feedback based on responses to the questions.
- Conclude by reminding students of the importance of applying concepts to develop a clear, concise speech.
- Assign test for next day.

Choosing Effective Language Units

Name_____

Date_____Class_____

1) What are five ways in which spoken language differs from written language?

2) What are the four characteristics of clear language?

3) Why is it important to restate main ideas when speaking?

4) What three aspects of xxxxx language should you vary in order to keep your speech lively?

5) In your own words, define or give examples of each of these devices for creating levels of emphasis:

contrast

rhetorical question-

repetition-

parallelism-

climax ordering-

6) What is the name of each figure of speech below?

a) "I feel like a little boy who has just stubbed his toe."

b) " He is a prince."

c) "The stars cry for justice."

d) "Your tongue floats in your mouth and bombs explode back of your eyeballs."

7) What is the best way to achieve economy of language?

8) Define euphemism and give an example of a euphemism.

9) What are five problems to avoid using in spoken language?

10) How and when can slang be effective when used in a speech?

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Name_____ Class_____ Date_____

Test for Chapter 8

CHOOSING EFFECTIVE LANGUAGE

Directions: In the space provided to the left of each statement write the letter of the item that best completes the sentence.

____ 1. Written language generally has more _____ than spoken language.
(a) contractions
(b) simple words
(c) restatement
(d) abstract words

____ 2. Using a high proportion of simple sentences is characteristic of
(a) spoken language.
(b) written language.
(c) metaphor.
(d) hyperbole.

____ 3. The kind of "simple words" desirable in the speeches you prepare can be defined as
(a) words that are short.
(b) words that capture popular slang.
(c) words that will be understood by any audience.
(d) words that will be understood by the particular audience being addressed.

____ 4. Spoken language generally does not include
(a) concrete words.
(b) simple words.
(c) brief sentences.
(d) long sentences.

____ 5. Of the following words, the most specific is
(a) hobo.
(b) traveler.
(c) wanderer.
(d) itinerant.

____ 6. Of the following words, the most abstract is
(a) rabbi.
(b) monk.
(c) clergy.
(d) minister.

____ 7. When compared to Edward Everett's speech at Gettysburg, Lincoln's "Gettysburg Address" is an example of
(a) economy of language.
(b) emphasis.
(c) written language.
(d) climax ordering.

____ 8. Varying one's vocabulary, sentence length, and sentence structure has the effect of _____ language.
(a) streamlining
(b) economizing
(c) confusing
(d) enlivening

____ 9. The world's great speeches share
(a) a heavy use of contrast.
(b) a sense of clarity.
(c) a moderate use of slang.
(d) a number of rhetorical questions.

____ 10. The device that makes use of an organized series of ideas is called
(a) climax ordering.
(b) contrast.
(c) simile.
(d) repetition.

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____ 11. "We are willing to lose peace to gain liberty; we are not willing to lose liberty to gain peace" is an example of
(a) simile.
(b) metaphor.
(c) climax ordering.
(d) contrast.

____ 12. Parallelism is a form of
(a) rhetorical question.
(b) intentional exaggeration.
(c) repetition.
(d) climax ordering.

____ 13. "We will argue, we will fight, we will kill if necessary to gain our liberty" is an example of
(a) hyperbole.
(b) climax ordering.
(c) personification.
(d) simile.

____ 14. "Dealing with him is about as pleasant as dealing with a poisonous snake" is an example of
(a) metaphor.
(b) hyperbole.
(c) personification.
(d) simile.

____ 15. A simile is
(a) an extended comparison.
(b) a comparison using *like* or *as*.
(c) a way of personifying.
(d) an analogy.

____ 16. "She is a Greek goddess" is an example of the use of
(a) personification.
(b) contrast.
(c) a metaphor.
(d) a simile.

____ 17. A metaphor is
(a) a contrast.
(b) a comparison.
(c) a simile.
(d) a restatement.

____ 18. Personification means
(a) giving human qualities to objects, ideas, or nonhuman creatures.
(b) intentionally exaggerating to make a point.
(c) asking an unanswerable question.
(d) making a direct comparison.

____ 19. Hyperbole means
(a) giving life to inanimate objects.
(b) intentionally exaggerating.
(c) making a comparison.
(d) asking a question.

____ 20. "Those people asked a million questions" is an example of
(a) personification.
(b) hyperbole.
(c) simile.
(d) climax ordering.

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ANNOTATED BIBLIOGRAPHY

HIGH SCHOOL INTRODUCTORY SPEECH

ANNOTATED BIBLIOGRAPHY - SPEECH COMMUNICATIONS

Bosley, Phyllis B., "How Speech Communication Training Interfaces with Public Relations Training," Eastern Communication Association, May, 1987.

This report is based on the 1987 "Design for Undergraduate Public Relations Education" research, and recommends that speech communication should be incorporated as a valuable part of the basic public relations course. Basic to the "across-the-discipline" approach the article recommends is speech as oral communication, conflict resolution, decision making, and management theory.

Communication Education, Summit School District, Frisco, Colorado, 1986.

The curriculum guide focuses on the importance of communication in the K-10 instructional program. The philosophy is guided around the use of communication as an integral component of the communication/language arts curriculum, along with reading, literature, writing, using media, and reasoning. Also included is a schedule that indicates the appropriate level at which each skill or process should be formally introduced, formally reinforced, mastered, and then formally enriched and extended.

Cooper, Della, "A Laboratory Approach to Developing Oral Communication Skills," *Business Education Forum*, Jan. 1987.

Ideas presented in the article include a case for the improvement of the teaching of oral communication skills to business students. Their belief is predicated on the assumption that once business students graduate from high school there is no formal schooling that will reinforce the basic public speaking skills that were only touched upon in high school. As a result, those skills must be further developed in high school.

Cooper, Thomas W., "Communication and Ethics: The Informal and Formal Curricula," *Journal of Mass Media Ethics*, Fall-Winter 1987.

Shows the influence of media on the education of today's society. This is an examination of the informal curriculum, children's exposure to mass media as opposed to the more formal curricula, as presented in school. The basic premise of the article is that both informal and formal curriculum are lacking the models of proper ethics. Even in the formal structure, media courses are technically oriented, and do not deal with the question of ethics in the media.

Junior High Language Arts Curriculum Guide. Alberta Dept. of Education, Edmonton, Canada, 1987.

This curriculum guide reflects the increased importance of the use of language in everyday life. Included in the guide is an explaination of the five different strands of language and outlines the process of each. Also included are the rationale, philosophy, and goals of the department.

Kane, Pat, "A TV News Approach to Oral Communication," Speech Communication Association, 1985.

The goal of this studio-workshop approach proposed is to incorporate modern principles of behavioral science, informal information exchange, and mass media the the ancient study of rhetoric. Also discussed are various communication theories and the incorporation of mass communication as a model of public communication. A second semester course is proposed where a television news approach to oral communication is presented. Covered in the seven units are advertisement, the news story, the editorial, the interview, the feature report, the critical review, and the network news telecast.

Luke, Allan, "Talking About Talk: Teaching Speech in the Secondary Classroom," *English in Australia*, June 1986.

This approach to teaching secondary speech incorporates students understanding of both speaking skills and variable speech habits. It also emphasizes the use of various speech "games", actual activites that encourage students to "think-on-their-feet" while attempting to avoid many of their nervous speech mannerisms, ya' know?

Miller, Christine M., "Public Speaking on the Streets and in the Ivory Tower: A Comparison of the Dale Carnegie Course and the Academic Course," Eastern Communication Association, May, 1987.

This comparison of the Dale Carnegie Course and the Academic course of public speaking shows the differing philosophies between the two. Carnegie is regarded as practical instruction to those whose jobs depend on their ability to communicate in public, while the academic course relates more to the role of communication in society and is based on education and research. Concluding comments reflect the idea that academians should remain aware of the role that Carnegie plays in society and benefit from its organization and influence on the business world.

Minnick, Wayne C., "Speech: It's Present Statue and Its Future Prospects," *Journal of the Oklahoma Speech-Theatre-Communication Association,*

Fall 1984.

To determine whether speech is a true academic subject it is necessary to characterize the three traits of an academic subject: 1) a curriculum designed to promote knowledge and understanding rather than practical skills, 2) a logically integrated series of courses that run from elementary through college, and 3) a body of knowledge of its own that is based on research functions of its scholars. The conclusion is that the subject area is a true academic subject, although at the primary and secondary school level it is mainly concerned with skill training. The knowledge promotion is emphasized more heavily at the college level.

Nugent, Susan Monroe, "Integrating Speaking Skills into the Curriculum," *New England Association of Teachers of English,* Winter 1986.

Stressing the importance of speech skills throughout the curriculum, this article provides ideas for developing speaking skills in all subject and at all levels. Areas addressed include Storytelling, Speech and Technical Writing, Challenging Verbal Passivity, Students Acting shakespeare, and The Rhetorical Cycle: Reading, Thinking, Speaking, Listening, Discussing, and Writing.

Purdy, Jeanette, "Oral Communication: A Neglected Area of Instruction," *Balance Sheet,* Nov-Dec 1983.

Because of the increased need for students to learn how to communicate in an effective, persuasive manner, teachers must emphasize effective communications as an integral component in dealing with societal problems. Included in part of the speech curriculum should be skills in clear thinking, organizing ideas, and how to express thoughts.

Seiler, William J., "Developing the Personalized System of Instruction for the Basic Speech Communication Course," *Communication Education,* April 1986.

The individual is best treated on an individual basis in this approach to teaching speech communication. Each person has their own indivudual idosynciasies that are best treated and dealt with on a one-to-one basis. Although the course would not be practical in a school situation where many students are involved, the basic philosophy could be transferred to a group setting, so many students could be treated individually, rather than as a large group.